Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT MOAB CHARTER SCHOOL December 14, 2007

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Moab Charter School on October 23, 2007, included student record reviews, interviews with school administrators, teachers, and parents. Parent surveys were also mailed to a small sample of parents.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Forms, policies, and child find activities were approved by the USOE.
- Moab Charter School (MCS) is small in size, allowing for prompt identification of students with disabilities and responsive in helping parents obtain services.
- Financial report had no audit exceptions in special education, and MCS made the recommended changes to special education fund administration.
- Appropriate evaluation materials are available for all testing needs.
- MCS will continue to outsource for special assessments.
- MCS has appropriately trained personnel.
- A job description is in place for paraeducators, who are also properly trained.
- MCS assures confidentiality of student information through records of access, and records that are properly stored and accessed.
- Development of collaboration with Grand School District will allow for ongoing communication and professional development with special education staff.
- Mentors are provided for new staff.
- Staff members are trained in confidentiality procedures and requirements.
- Procedural safeguards were approved, both in English and Spanish.
- Moab Charter School has implemented a series of positive behavior reinforcement programs.
- Special education personnel received training in administering the Woodcock-Johnson III.
- Students with disabilities are included in all school and school-sponsored activities.
- Regular team meetings are attended by school staff to discuss student needs and progress monitor.
- Small class sizes allows for all students to receive individual instruction.
- Individual student needs are being met in the general classrooms and through the assistance of a recently hired paraeducator.
- Confidentiality procedures are actively followed. School staff voiced knowledge of confidentiality procedures, as well as Procedural Safeguards.
- School staff described the referral process accurately and knew who could make referrals.
- Evaluations are extensive; using a variety of assessment tools, and assess all areas of concern.
- Multiple observations are documented and used as data sources during the evaluation process.
- Initial evaluations were completed within the required 60 day timeline.
- Moab Charter School staff attend relevant special education trainings in person or by Polycom.
- School staff report having access to multiple instructional resources.
- UTIPS is used by school staff to help prepare all students for statewide assessments.

- Moab Charter School contracts with Grand School District to provide mentoring support for all teachers.
- Physical education is provided to students with disabilities in the same manner as it is provided for students without disabilities.
- Eligibility determinations are current and included in each special education record.
- Special education director provided U-PASS proficiency data at the student level so that discussions could address individual student needs.
- During classroom observations in general education classrooms, students receive instruction in small groups while receiving accommodations (differentiated instruction and assignments), direct instruction from paraprofessionals, and instruction directly related to student IEP goals.

Parent Involvement

- Parents have received the safeguards in every case at least once per year.
- There are high levels of communication with parents (progress reports, sometimes daily logs).
- Parental input is actively sought, including parent representation on subcommittees and the Board.
- Parents are encouraged to volunteer in the school.
- All parent received a survey to determine their satisfaction level with the school and special education services.
- Translation services are available for Spanish and Navaho.
- MCS uses parent meetings and behavior contracts to address disruptive behaviors.
- Strong parent support of school. Parent volunteers provide many valuable services for students and their input is sought after and considered by school staff.
- Parent training is scheduled so that parents can use the same learning strategies and terminology at home that the school is using.
- Parents are being provided information in their home language, when applicable.
- Consent for initial placement forms are signed by parents and included in each file.
- Copies to parents of IEPs and Eligibility Determinations/Evaluation Summary Reports were documented and reported by parents.
- Parents are provided prior written notice of proposed actions.
- IEPs addressed how progress towards IEP goals will be measured and reported to parents.

Free Appropriate Public Education in the Least Restrictive Environment

- Fulltime appropriate personnel for special needs students, additional professional personnel are available on an as needed basis.
- U-PASS participation rate: for the past two years, students with a disability have maintained 100% participation on state tests.
- All MCS students are encouraged to participate with their peers in all school activities.
- Instructional support is supplied in the classroom more than 90% of the time on the average.
- No students with disabilities receive pull-out services for special education from the general education classroom for one-on-one instruction for more than 10% of the day.
- 100% of special education files were reviewed during the self-assessment process.
- IEPs are current and reviewed and revised at least annually during a meeting with all required participants.
- Present levels of academic achievement and functional performance (PLAAFP) statements were detailed and contained current student data.
- IEP goals were measurable and addressed areas of student need as described in the PLAAFP statement.
- Extended school year (ESY) decisions and the projected date for beginning of services are documented within the IEPs.
- IEPs for transfer students are reviewed and adopted when the student enrolls at Moab Charter School.
- Transfer file procedures are followed for in- and out-of-state transfers.
- Team membership included all required members, as documented by signatures.
- Evidence of positive disciplinary practices was evident in general education classrooms during observations.

- Student suspensions are carefully considered by school administrators; proactive behavior strategies are implemented.
- Accommodations are implemented consistently in the general education classrooms.
- School staff were knowledgeable on when functional behavior assessments (FBA) and behavior intervention plans (BIP) were required.
- Teachers and students were actively engaged in either small group or hands-on instruction.
- The school philosophy and structure of multi-grade classrooms allows teachers to serve the same student for more than one year, which promotes relationship building.

Transitions

• Moab Charter School does not have students of transition ages at this time.

Disproportionality

- Due to unique nature and small size of MCS, it is impossible to determine if any disaggregated group is disproportionately identified for special services.
- Over 70% of the eligible students have been assessed by independent evaluators.
- Special education files contain documentation of primary home language and ethnicity.

Areas of Systemic Noncompliance*

- Notices for meetings not documented in Eligibility Determination meetings, IEP meetings, and placement meetings.
- IEPs did not contain specific special education services, amount of time, or location.
- IEP present levels of academic achievement and functional performance (PLAAFP) statements do not include a statement of how the disability affects progress in the general curriculum.
- Special factors (behavior, communication, language needs, Braille, and assistive technology) not addressed.

^{*}These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.